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FIVE BOOK EDITION

APPLETONS'  
SCHOOL READERS  
—  
FIRST  
READER

NEW YORK • CINCINNATI • CHICAGO  
AMERICAN BOOK COMPANY

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**JOHN AND HIS BOAT.**

(SEE PAGE 60.)

*APPLETONS' SCHOOL READERS.*

(FIVE BOOK EDITION.)

THE

FIRST READER.

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## FROM THE AUTHORS TO THE TEACHER.

---

THE teacher using this book can teach by any method which he may prefer ; but the experience of many years has convinced us that a judicious combination of the word and phonic methods is the best. It makes the shortest step from the known to the unknown ; it makes the pupil independent of the aid of the teacher sooner than any other.

This is the way we would use the book : We would teach the pupil to recognize the word "cat," and successively "a," "the," and "my," with the word "cat" and separately. We would do the same with the words to be found on the two succeeding pages. So far we would teach exclusively by what is called the "word method."

While this is going on, we would be preparing the children for the next step. This may be done as follows : At the close of each lesson, without reference to book or blackboard, we would pronounce the words of the lesson, and other words, slowly and more slowly, till they were resolved into their elementary sounds. We would also exercise the children in doing the same. After three or four exercises of this kind we would pronounce the elements of familiar words very slowly, and have the children tell the words. In doing this, at first, the elements should not be entirely separated, but each should be made to glide into the next, the words being thus drawled out rather than distinctly separated into their elementary sounds. The object of this process, at this stage, is not to train the children to analyze and form words, but it is to lead them to notice the fact that the words which they use are composed of one or more different sounds, and that, by joining sounds together, they may make up words.

On page 8 the children begin, for the first time, to associate the letters of the printed word with the sounds of the spoken word. Here we symbolize the analysis of the word "ran" as we hear it spoken, by printing the letters which represent the elements farther and farther apart, till each one stands as a separate unit. So with the reverse or synthetic process. On the opposite page the same process is applied to other words. With the use of the blackboard the ingenious teacher can carry

out the plan to any desirable extent. While it is not necessary to arrest the progress of the class till all can give the sounds of all the words, yet extreme caution should be exercised lest they be hurried on too fast, and thus become confused. It should be recollected that the object here is not so much to teach them a few words, as to cultivate the power of making out words for themselves. The *sounds* of the separate letters should be given, not their *names*. Pages 10 and 11 can be easily taught by following the foregoing hints. The phrases should be pronounced almost as one word.

In going over such lessons as that on page 13, the object of the teacher should be to make the class familiar with the forms of the words. The columns should, therefore, be read downward and upward, and the lines backward and forward. The children should be practiced in finding given words. Some of the pupils may dictate words to be found by the others. Phrases and short sentences may be given, and the children be required to point out the words in their order. All this is to exercise them in a pleasant way upon the words, till they learn to recognize them at sight.

The pupils should be exercised in recombining into new words the sounds they have already learned. This exercise may be made intensely interesting to children, and should be greatly extended by the use of the blackboard.

On their first entrance into school, children should be taught to write or "print" as they are taught to read. They should, by all means, begin to *write* as soon as they commence the second part of this book.

If possible, the first lessons in reading should be given on the blackboard, the teacher printing the words thereon, so that they can be seen by the whole class at the same time. In this case the plan of instruction should be the same as that which has just been recommended.

## LANGUAGE LESSONS.

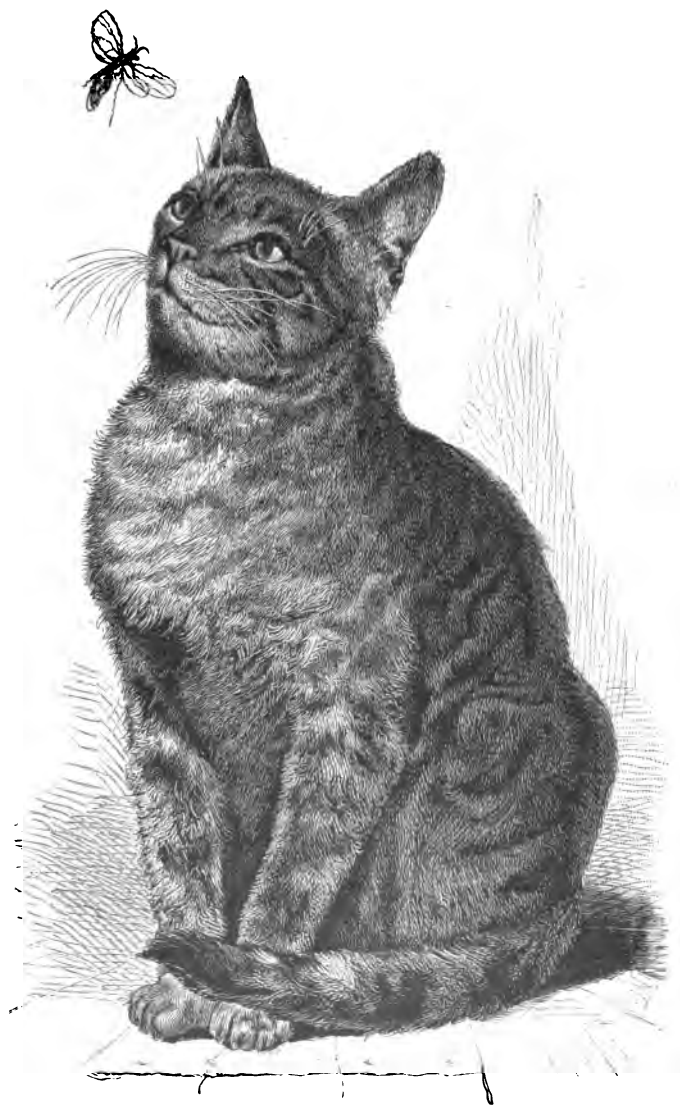
**THERE** is nothing more important in any vocation of life than a ready and correct use of language, and early childhood is by far the most favorable time for its cultivation. The language lesson for the child in his first reading book can be little more than oral, but the means to be used are not less abundant nor less varied on that account. They are to be found in everything which interests him, in everything which he can be induced to talk about. In this, as in most other things, he learns by doing, more than by being merely told what he should do.

Pictures have been found to be most prolific sources of amusement, and, as subjects for practice in composition, oral and written, are particularly well adapted to school use, especially when in the hands of the children. Hence it is that no necessary care or expense has been spared to make the pictures of this book as attractive, varied, and suggestive as it was possible to make them.

We would at first let the children talk about the pictures, with no more restraint or direction from the teacher than may be necessary to give each one a chance to be heard, and to cultivate good manners. This being done, we would, by suggestive questions or hints, lead the children to some exercise of the judgment and imagination in regard to the relation, action, motive, character, etc., etc., of the objects represented. We would even lightly touch the faculty of criticism, by asking what special merits they find in the picture, what changes they would make, etc., etc.

As a preparation for the reading exercises, we would provoke the children to use in conversation the new words which are to be found at the head of each reading lesson; from which words, again, we would derive the new sounds which are about to claim special notice in the succeeding lesson or lessons.

Finally, we would spare no effort to make the reading exercises easy and interesting. The degree of the child's interest will be the measure of his progress.



## LESSON I.

---

*Words and Phrases to be learned by Sight only.*

cat

a cat

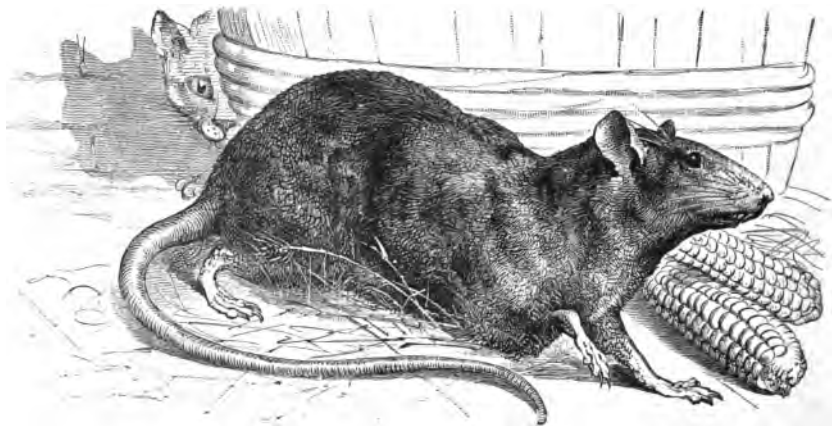
the cat

my cat

the cat

a cat

my cat



*Words and Phrases to be learned by Sight only.*

rat

black

the rat

the black rat    my cat

my black cat

my cat    the black rat

*Words and Phrases to be learned by Sight only.*



rat and cat

the cat and a rat

Has the cat a rat?

The cat has the rat.





*By Sight and Sound.*

ran r-a-n ran

pan p-a-n pan

*By Sight only.*

can

see

**r**

a pan

The cat ran.

See the pan.

My cat has a pan.

See the cat and the pan.

Can my cat see the pan?

*Can my cat see the pan?*



*By Sight and Sound.*

hat h-a-t hat

fan f-a-n fan

**f**

*By Sight only.*

have

girl

the hat

a fan

I have a hat.

The girl has a fan.

I can see the girl's fan.

Can the girl see my hat?

Can the girl see my hat?

***By Sight and Sound:***

bat b-a-t bat  
had h-a-d had

*By Sight only.*

is he  
this

**b**



Mr. Rat

and a bat.

He has a hat and a bat.

*By Sight and Sound.*

and hand  
can fan

*By Sight only.*

in she her  
in her hand



This girl has a fan.

The fan is in her hand.

Can she fan?

Can she fan the cat?

The girl can fan the cat.



*By Sight only.*

man	no
bag	so
not	his
a man	his bag
cannot	see

**n**

See this man and girl.

He has a black hat and a bag.

The girl has no bag.

The man cannot see, so she has  
his hand.

*The girl has the man's hand.*

*Recognizing Words and Phrases at Sight.*

lap		this
rap	a bag	that
nap	the track	sand
trap	my trap	stand
his	a rat trap	shall
sat		back
had	me	tack
into	you	track

---

 LESSON X.
 

---

Has Mr. Rat a fan ?

No ; Mr. Rat has a hat and a bat.

The girl has the fan.

The girl has a cat in her lap, and  
she fans her.



*By Sight and Sound.*

hen

h-e-n

e

pet

get

nest

egg

let

ten

left

Dash

set

now

it

do

an egg

ten eggs

can get

a black hen

my pet hen

My pet hen has ten eggs.

This is my pet hen.

She is a black hen, and she has  
ten eggs in her nest.

She left her nest, and now a rat is  
in it. Can the rat get an egg?  
Dash! Dash! do not let the rat  
get an egg.

*Can the rat get an egg?*

## LESSON XIII.

Did Dash get the rat?

No; the rat ran into the back  
shed.

Ann! Ann! get the rat trap, and  
let me set it in the shed.

Now we can catch the rat.





*By Sight and Sound.*

by	rest	felt
leg	tell	held

Tell Ann the rat is in the trap.  
The trap held the rat by the leg.  
The hen can now rest on her  
nest.

She felt her ten eggs in the nest.

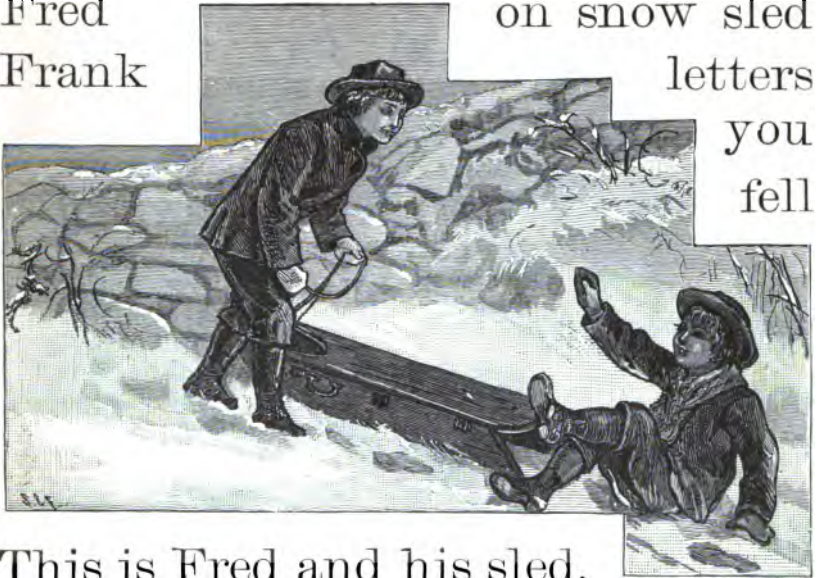
Her ten eggs in the nest.

*By Sound.*

Fred  
Frank

*By Sight.*

on snow sled  
letters  
you  
fell



This is Fred and his sled.  
Fred let Frank stand on his sled,  
and Frank fell back into the  
snow.  
Do you see the tracks in the snow?  
This is a red sled, and it has black  
letters on it.

*Recognizing Words and Sentences at Sight.*

I			me
fed	I am.	She is.	she
red			her
his	I have.	She has.	tell
my			upon
is	yes	no	sled
let			you
shall	yet		how

## LESSON XVII.

Fred left his sled in the shed.  
 The sled has held Frank  
 and Fred.  
 It can rest now.  
 Have you felt the snow?  
 Tell how it felt.

led

less

men

bed

dress

then



Can you see me?

I can get into bed,  
and then you can  
not see me.

Am I in bed?

No, I am not in bed.  
I have my dress  
on yet.

This is my red dress.  
You have not a red  
dress, have you?

Do you see a cat on the bed?

That is my cat. She is a black cat.



*By Sight and Sound.*

ship      sh-i-p      i

is	it	big	with
if	hit	will	sink

See my ship, Frank. It is a big ship, and it will not sink.

Yes, Fred, it will sink, if I hit it with my bat.

Oh, yes! if you hit it, it will sink.

*By Sight and Sound.*

run him

fast hill

still



See this boy run! Will the man  
catch him?

Yes, the man is big, he can run  
fast.

The boy will then stand still and  
rest.

Do you see the hill and the ship?

The man can run fast.

*Recognizing Words and Phrases at Sight.*

did	fly	a fly	Fred
me	a big	fly	Frank
my	fish		think
was	a fish		with
him	a little	fish	spill
she	his	pin	big
us	will	sink	fill

Ann is a little girl. She has a red dress; her hat is black.

She can run fast in the snow with her sled and Dash runs with her.

Do you think Dash will get on the sled?

*By Sound.*

swim  
tip

stick

fish  
dish



I see a fish.

I can see it swim.

Can I get it?

If I am still, the fish will swim  
to me, and then I can get it.

I will let the fish see the tip of this  
stick, and it will think it is a fly.

Little fish, little fish, see!

Little fish, little fish, swim to me.



*By Sight.*

Belle not are boy  
the ink let you



No, you shall not get in!

You hid my hat, and you let Belle  
spill the ink!

I will not let you in, and I will  
tell that you hit Belle!

I think you are a bad, bad boy,  
and I will not let you in!

---

*REVIEW.**Practice in recognizing Words at Sight.*

nap	so	mill	now
lip	the	upon	girl
boy	are	fly	into
she	you	her	black

---

*Practice in rapid recognition of Words in Sentences.*

See my red dress! Dash bit the black rat on the lip. Did the bad boy get in? Has the hen a nest? Dash! Dash! get the rat!

See that big boy at the well! Fred has a ship. Will the ship sink?

A fish can swim. The man by the mill has a bag in his hand. The cat had a nap on the bed.



*A Language Lesson.*

tree	a tree	an apple tree	
green	green grass	a green tree	
sweep	sweet	a sweet apple	
seen	peep	steps	well

Harry has seen the nest.

Can Rosy peep into the well?

See Bessy sweep the steps.

How green the grass is!

Do you see the apple tree  
and the girl on the steps?

I can see a boy. The girl  
by the well is Rosy.

*By Sound.*



it        that        nest  
in        them        yes  
as        see        eggs

I see a nest, Rosy!  
Can you see it? It  
is in this big green  
tree.

Yes, Fred, I see  
it. Can you see  
eggs in the nest?

Yes, Rosy, I can.

Oh, Fred, can I  
get a peep at them?

I will get the  
nest, Rosy, and let you see it.

No! no! I beg you not to get it.

*REVIEW.*

Do you see that tree on the hill?

Well, a pretty nest is in that tree. Harry, Fred, and I, went to see the nest. It had three green eggs in it.

Harry got the nest for us to see.

As he held it in his hand, an egg fell upon the grass.

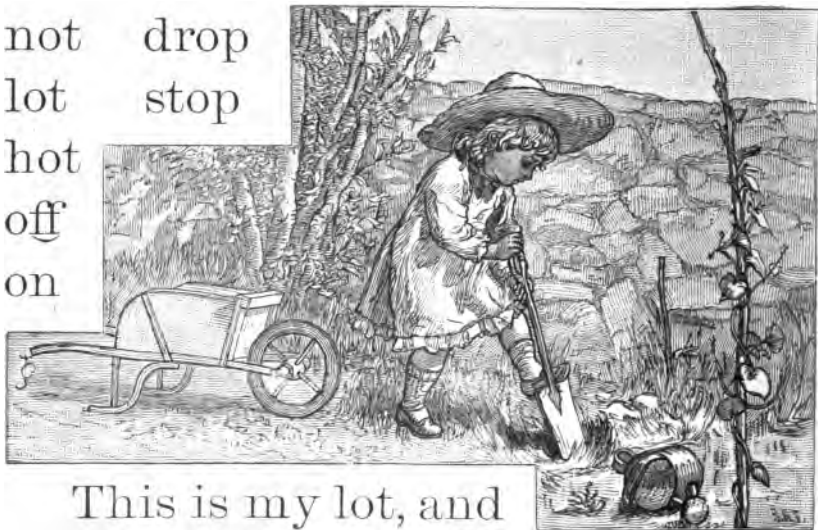
Fred set the nest back in the tree.

Was it not bad in Harry to get the nest?

*By Sight and Sound.*

Tom T-o-m o

not drop  
lot stop  
hot  
off  
on



This is my lot, and  
I shall dig a deep well in it.

It is so hot, I have to keep on  
my big hat. Do you think it will  
drop off? I will not let it.

I can not stop yet; I have to  
dig my well.

*By Sight  
and Sound.*

top

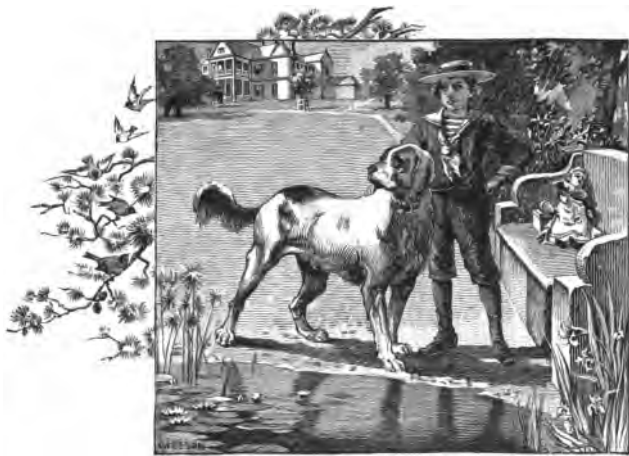
doll

spot

dog

lost

put



This is Fred and his dog.

The dog is Dash. He has a black  
spot on his back.

Dash will not let Fred get lost.

Fred put his top by Bessy's doll.

Do you see it?

Fred has a top and a dog.  
The top is by the doll.



*By Sound.*

off  
Jip  
glad  
mill  
with



*By Sight.*

they  
walk  
came  
made  
cried

Nell and Jip have had a long walk, and now they are glad to stop and rest.

As Nell went by the mill, she met Frank with his big dog, Dash.

Dash and Jip ran at a hog, and Jip bit it on the leg.

Then a man came and hit Jip, and made him and Dash run off.

*Making Words.***ng**

frog  
s-ing  
r-ing  
s-p-r-ing



pond  
s-ang  
r-ang  
s-p-r-ang

ding'-dong

As Nell came by the pond, she saw a big green frog sitting on a rock.

When Jip saw the frog, he ran at him.

Nell cried, "Stop! Stop, Jip! Stop, I tell you!"

When the frog saw Jip, he sprang into the pond and swam off.

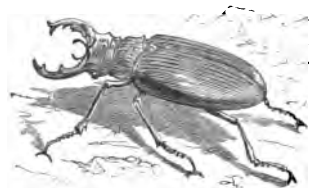
*By Sound.*

thick  
pinch  
bee'-tle

*By Sight.*

two  
eyes  
bird

A fly has two thin wings, two big eyes, and six legs.



A beetle has two thick wings, two thin wings, two eyes, and six legs. This beetle will pinch me, if I let him.



A bird has two wings, two eyes, and two legs. This bird has a long tail.

My bird can sing a sweet song.

*By Sound.*

with yes drop  
mill pond  swim'-ming



Do you see the mill?

Is that Tom by the mill pond?

No, that is Frank, and the dog is Dash. Do you not see Dash in the pond?

Oh, yes! See, he is swimming!

Frank let his hat drop into the pond. Do you think he can get it?



*By Sight and Sound.*

run	just	sun
but	jump	such
almost	there	gone
sun'-set	set'-ting	

O Frank, see the sun! It is so big!

Yes, Rosy, it is just setting. I am glad I can see the sunset.

But, Frank, see, it is almost gone! There—it is gone!

Come, Rosy, let us run and jump now in this long grass. Run, Rosy—run!

O Frank, see the sun!

Yes, Rosy, it is just setting.



*By Sight and Sound.*

cut much stump  
sup help jump

must

down

Will Fred help the dog?

The cat is on the stump. The dog must jump to catch her.

I think Fred will help the cat. He has a stick for the dog.

The cat will jump down and run off.



*By Sound.**By Sight.*

fence tum'-ble only says  
ug'-ly stum'-bled broken over



Nell has had a tumble.

She did not see that ugly little stump by the fence, and she stumbled over it, and fell.

Frank has run to help her. "Jump up, Nell!" he says; "jump up, and I will pick up the eggs. See! only one egg is broken. Are you not glad?"



*By Sound.*

them  
meet  
just

*By Sight.*

may  
said  
they



“Come, Bessy,” said Fanny, “let us run to meet papa.”

“May I come too?” cried Nat.

“Yes, Nat, you may come; and so may Dash.—Come, Dash—come!”

“Do you see papa, Fanny?”

“Yes, I see him. You see him too, Nat—do you not?”

So they ran on, hand in hand, with a hop, skip, and a jump, and Dash ran with them.

But little Nat stumbled and fell; Fanny tumbled over Nat, and Bessy fell on top of Fanny.

Dash did not stop to help them. He just ran on by himself, and he was the only one to meet papa.

---

LESSON XXXVIII.

---

*By Sound.*

*By Sight.*

cheer	rob'-in	birds	Mrs.
plum	red'-breast	here	
hatch	sit'-ting	now	how

It is spring, and the birds have come back. Here is one, now, on



the post by the plum tree.

It is Robin Redbreast. How do you do, Robin Redbreast?

See how glad he is! He is singing, "Cheer-up! cheer-up! cheer-up!"

He has a nest in the plum tree, and it has eggs in it.

Mrs. Redbreast is sitting on them. Soon the eggs will hatch, and then we shall see the little birds.

How Robin keeps singing, "Cheer-up! cheer-up! cheer-up!"

*VOCAL DRILL.*

Little frog, little frog, sing for Tom!

The little frog did not sing.

Little frog, little frog, hop for Tom!

The little frog did not hop.

Little frog, little frog, jump for  
Tom!

The little frog jumped. He  
jumped into the pond.

Little frog, little frog, swim!

But the little frog hid in the mud.



*A Language Lesson.*

room          in a room          in this room  
spool          Silk is on this spool.

oo

soon          moon          spoon          boot

“I see the moon, and the moon  
sees me.”

“The dish ran off with the  
spoon.”

I can not get my boot off.

I see the moon, and the  
moon sees me.

The dish ran off with the  
spoon.

I can not get my boot off.

oy

*By Sound.*

boy fox three  
brush catch

*By Sight.*

chestnut  
out after



Three boys went up on the hill,  
to get nuts from a chestnut tree.

A fox ran out of the brush by  
the tree, and the boys set the dogs  
on him.

The dogs ran after the fox, but  
they did not catch him.

## oi

*By Sound.*

grand swift'-ly  
brush point'-ed

*By Sight.*

tail  
nose  
eyes  
here  
sharp



I am the fox.

The dogs ran after me,  
but they did not get me, you see.

I can run swiftly, I tell you!

See what a grand tail I have!

Is it not a big brush?

My eyes are sharp, and my point-  
ed nose can smell a dog far off.

Do not tell the boys I am here,  
will you? I wish to rest.



*By Sound.*

ow

cow	how	down	brown
now	owl	town	crowd

a brown cow      a red cow

*By Sight.*

driving  
likes  
one  
all



Here is Bob  
driving the cows down  
to the pond.

Bob is fond of all of the cows,  
but he likes the little brown one  
the best. That is his cow.

---

*By Sound.*

milkəd	seem	stick
un-less'	gen'-tlə	needs

Dick has fed the cows and Mabel has milked them, and now Bob is driving them down to the pond.

How gentle the cows seem!

Bob has a long stick in his hand, but I do not think he needs to hit the cows with it.

“Bob! Bob! Bob!” I say, “do you hit the cows with that stick?”

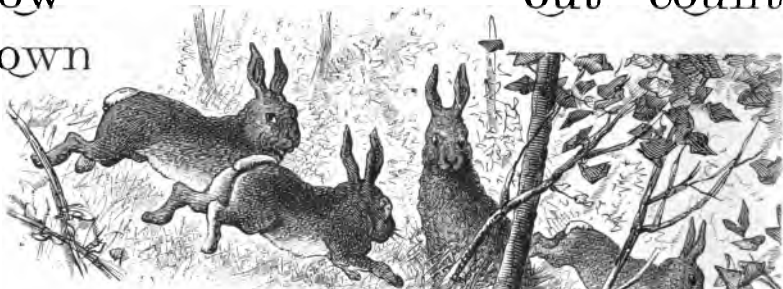
“I do not hit them unless they try to run off; then I hit them just a little. I do not like to hit them.”

*By Sound.*

ou

rab-bits  
how  
down

our loud  
out count



Six little rabbits  
Went out to run,  
Uphill and downhill.  
Oh, such fun!

Jump! jump! jump!  
See how they run!  
Uphill and downhill.  
Oh, such fun!



My sled is lost. Frank likes his big rabbit the best. Is the egg broken?

The sun has set, and the moon is up. I let my cup drop into the well.

Pick up the pin, and stick it in my dress. The fox has sharp eyes.

---

LESSON XLVII.

---

Set us run down to the pond and see the frogs. Will the frogs jump into the pond? Yes, yes, and we shall see them jump.

Stop! Stop, Dash! Stop, I tell you. Did Bob hit the cows?



stars  
stripes  
white  
blue  
count  
flag

This is our flag.

Let us stand up to see its pretty stars and stripes.

The stars are white; they are set in blue.

The stripes are red and white. Count them.

Three cheers for our flag!

Hurrah for the red, white, and blue!

## **PART SECOND.**



*Words to be spelled by Sound and by Letter.*

ă

ā

măt

păn

eăn

eăp

mătə

pănə

eănə

eăpə

āpə

sāvə

lākə

blāzə

wāvə

gāvə

brāvə

skātə

ātə

slātə

tākə

eāmə

lātə

wādə

nāmə

shādə

**SLATE WORK.**

*Words to be copied, and vowels and silent letters marked.*

sat

slate

hat

man

cane

ran

had

name

gate



*By Sight and Sound.*

slāṭə      gāvə      frāmə      nāmə  
             fāçə      bläck      thăt  
 new              mamma              my



See my new slate!

My mamma gave it to me.

The face of my slate is black,  
 and the frame is red.

That is my name at the  
 top of the slate.

*By Sound.*

eāge Dīck  
nāmē sweet  
eāke

*By Sight.*

bird  
some  
come



Dick! Dick! come out of the cage.

Come, Dick, come sit on my hand and sing me a song.

Sing, little bird, sing a sweet song, and I will give you some cake.

*By Sound.***āy**

dāy

wāy

hāy

stāy

māy

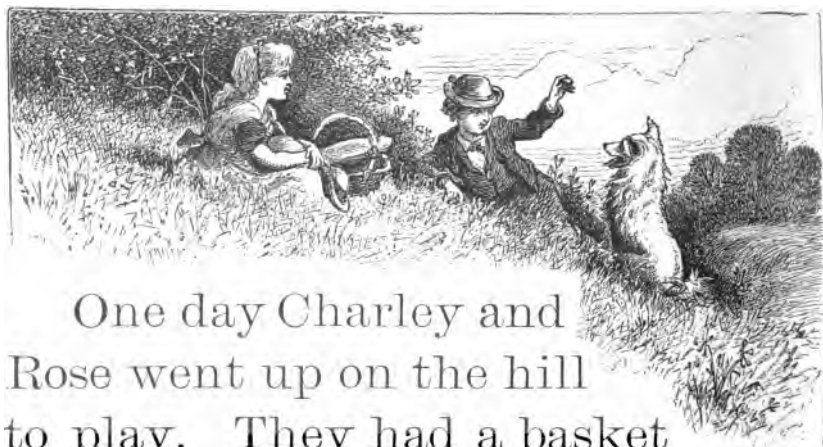
gāy

sāy

plāy

Miss

lūnch



One day Charley and Rose went up on the hill to play. They had a basket of lunch, and went to stay all day.

Rose had her doll, Miss Pink, with her; and Jip, the dog, went with Charley.

*By Sight and Sound.*

āī

rāīn	wāīt	sāīl	lāīd
pāīnt	wāīst	snāīl	stāyēd
began	over		under
under a tree	a long romp		

Rose and Charley had a long romp in the sweet, fresh hay, but they stayed too long.

The sun went down, and it began to rain; so they had to wait under a tree till the rain was over.

I think they will not stay so long when next they go on the hill to play.

*JOHN AND HIS BOAT.*

John went down to the lake to sail his little boat. Kate and Fanny went too.

It is a very pretty boat. John made it himself. It has a deck and sails, and a flag at the bow.

Fanny had her doll with her, and John set the doll in the boat, to let her have a sail.

But, as the boat went down the lake, it struck a rock, and upset.

"Oh, my dolly will drown! My dolly will drown!" cried little Fanny.

But John waded in, and got both the dolly and the boat.

*Words to be spelled by Sound and by Letter.*

ĩ

ī

bĩt

pĩn

rĩp

hĩd

bītə

pīnə

rīpə

hīdə

sĩdə

tĩmə

lĩkə

lĩfə

slĩdə

pīpə

wĩdə

wīpə

mĩnə

kĩtə

hĩlə

nĩnə

mīlə

rīdə

līnə

tīnə

**SLATE WORK.**

*Words to be copied, and vowels and silent letters marked.*

sit

line

his

lip

bite

mill

tin

hide

pi

*By Sound.*

Jāməʂ    vēr'-y  
slīdə    īçə  
boys

*By Sight.*

girls    cold  
snow  
pull



The snow has come, and ice is on the pond. How cold it is!

Do you see the girls and boys at play?

May and Kate sit on the sled; Ned and James pull them up the hill.

Charley is on the pond. He both skate very well.

*By Sound.*

rīdē  
a-wāy'  
a-frāid'

*By Sight.*

here  
come  
behind



“Come, Rosy,” said Frank, “get on my sled, and let us have a ride down hill.”

So Rosy got on behind Frank, and away they went down hill.

Before you can see them.

Rosy seems to be very much afraid.

I think she may well be afraid, for the hill is very steep.



*Words to be spelled by Sound and by Letter.*

ö

ō

nöt	röd	höp	röb
nōtə	rōdə	hōpə	rōbə

ōats	eōat	rōad	lōad
bōat	flōat	tōad	fōur

hōle	rōpe	stōne	hōme
hōle	bōne	stōre	smōke

**SLATE WORK.**

*Words to be copied, and vowels and silent letters marked.*

box	drop	trod
rope	boat	goat
stove	rose	toad

*By Sound.*

tāk'-ing

floāt'-ed

gō'-ing

ōld

sō



This old man has lost his boat.  
See, it has floated so far from  
the shore that he can not get it.

Can he not swim out to it and  
get it?

He is so old he can not swim.

I see a boy on the shore taking  
off his coat.

Do you not think he is going to  
get the boat for the poor old man?

*By Sound.*

rōs'-y

whitē

ō'-pēn

līt'-tlē

clōsē

āp'-plē

brown

mouth

gōld'-ēn



Sleep, Dolly, sleep!  
 You must not, must not weep.  
 Now close your eyes so brown,  
 And let me lay you down.

Sleep, Dolly, sleep!

Wake, Dolly, wake!  
Too long a nap you take.  
It's time to make the tea,  
And you must help, you see.  
Wake, Dolly, wake!

Run, Dolly, run!  
Run out in the golden sun;  
Run up the hill with me,  
Now down to the apple tree.  
Run, Dolly, run!

---

My Dolly has rosy cheeks, and brown eyes, and a sweet little mouth. Her eyes can open and shut. If I lay her down, she will close them.

## a w

*By Sound.**By Sight.*haw<sup>a</sup>kcā<sup>a</sup>r'-ryfeed<sup>a</sup>s

mother

straw<sup>a</sup>chī<sup>a</sup>ek'-en<sup>a</sup>ssa<sup>a</sup>wela<sup>a</sup>wpounce<sup>a</sup>

A hawk is a big bird that feeds on little birds.

One day I saw a hawk pounce upon a poor little duck, and carry it off in his claws.

Hawks will eat chickens too.

One day a little chicken said :  
“Mother, may I go out into the road? I think I see a bug in the road, and I wish to get it.”

But his mother said, “No, no, my chick! you must not go into the road. I saw a hawk, just now, in the old oak tree, and I am afraid he will catch you.”

“O mother, the hawk can not catch me! Just see how swiftly I can run! Indeed, I can almost fly. Just see, mother!”

And the chicken ran to the apple tree, and back to his mother.

But still his mother said, “No,

no, my chick! you must not go into the road.”

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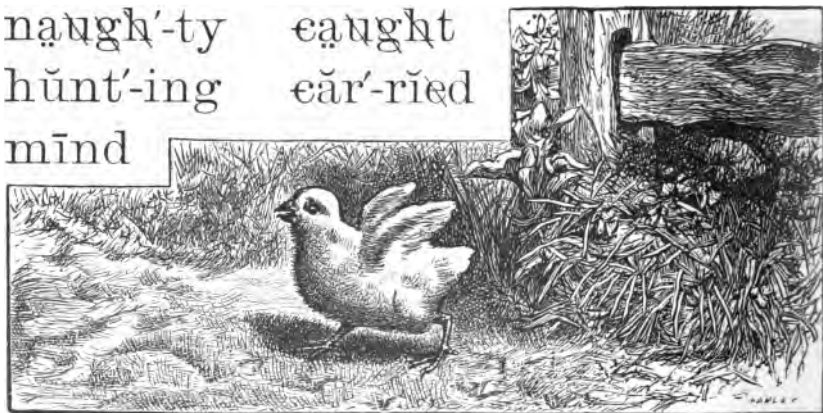
LESSON XV.

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au

*By Sound.*

naugh'-ty    eăught  
hũnt'-ing    eār'-ried  
mĩnd



Here you see the little chicken. He was a naughty little chicken; so, when his mother was hunting bugs, and did not see him, he crept

under the fence, and ran out into the road.

He caught the bug that he had seen, and ate it. Then he said to himself, "Oh! is not this nice, fine dust to make tracks in! I do like to make tracks in such soft dust!"

So the little chicken ran up and down the road, making tracks in the dust.

But soon the big hawk saw him. Down he came, and caught him, and carried him away to his nest in the old oak tree.

O little chicken! little chicken! why did you not mind your mother?



*Words to be spelled by Sound and by Letter.*

ŭ

ū

ŭs	ēŭb	tŭb	plŭm
ūʒə	ēūbə	tūbə	plūmə
mŭtə	glūə	tūnə	a-mūʒə
ēūrə	blūə	pūrə	re-fūʒə

jŭst      hŭnt      mŭtə      dŭck  
 jŭmp      mŭlə      bŭnch      hŭge

*SLATE WORK.*

*Words to be copied, and vowels and silent letters marked.*

and	club	blue
cup	tube	rain
mule	mine	home

*By Sound.*

Jip

ūsed

Paul

hau

gāve

spoōls

wāg'-on

fīll'-ing



Harry gave Paul four spools.

Paul used the spools for wheels,  
and made a little wagon.

He is filling his wagon, now,  
with sticks and grass. He thinks  
his dog, Jip, will haul it to the boat  
for him.

Do you think Jip will?

*By Sound.**By Sight.*

bōth	fīfe	
māde	whītē	paper
plāys	plūmes	soldiers

Tom and I are soldiers. He has a drum and I have a fife, and both of us have soldier caps.

His cap is white, with a blue plume in it; and my cap is blue, with a white plume in it.

Mother made our caps. She made them of paper. The plumes are made of paper too.

Tom plays on his drum—rub-a-dub-dub, rub-a-dub-dub; but I play a pretty tune on my fife.

---

*THE SLEEPY MULE.*

## PART I.

*By Sound.*

sleep'-y  
hōld  
fīē

*By Sight.*

any  
sure  
throw



“Here is old Bob! Come, boys, let us have a ride!”

“I am afraid to get on him, Fred; he may throw us off.”

“Fie, Paul! What are you afraid of? Bob is a sleepy old mule. I am sure any one can ride him. Come on, boys!”

*THE SLEEPY MULE.*

## PART II.

*By Sound.**By Sight.*

thōsə	a-frāid'	your
kīckəd	seeməd	could
jūmpəd	hăng'-ing	thought

“Now, Bob, we are all on your back, and you must give us a fine ride!

“Do not be afraid, Paul; I will hold you on.

“Get up, Bob!”

Bob did not like to have all those boys on his back; so he ran, and jumped, and kicked, until the boys could not hold on any longer.

There is Charley, on the ground; and Fred is hanging on Bob's neck, but I think he will soon fall off.

And where is Paul? There he is, in the mud!

Fred can not ride so well as he thought he could, and Bob is not such a sleepy old mule as he seemed to be.



*Words to be spelled by Sound and by Letter.*

ě

ē

mět

běd

wět

shell

mē

bē

wē

shē

mět

běd

měn

nět

mēat

bēad

mēan

nēat

hērē

crēm

fēar

rēad

thēsē

strēm

hēar

whēat

**SLATE WORK.**

*Words to be copied, and vowels and silent letters marked.*

he

me

tear

red

near

here

hen

wheat

dear

---

*THE LITTLE RED HEN.*

The little red hen found a grain of wheat, and she said, "Who will plant this wheat?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

"I will, then," said the little red hen; and she did.

When the wheat was ripe, she said, "Who will take this wheat to the mill, to be ground into flour?"

The rat said, "I won't;" the cat said, "I won't;" and the pig said, "I won't."

The little red hen said, "I will, then;" and she did.



When she came back with the flour, she said, “Who will make this flour into bread?”

The rat said, “I won’t;” the cat said, “I won’t;” and the pig said, “I won’t.”

The little red hen said, “I will, then;” and she did.


When the bread was done, the little red hen said, “Who will eat this bread?”

The rat said, “I will;” the cat said, “I will;” and the pig said, “I will.”

The little red hen said, “No, you won’t, for I am going to do that myself;” and she did.


*A LANGUAGE LESSON.*




*Words to be put in place of the pictures and dashes.*

Mr. Rat had a  on.

Miss Kitty sat in a .

This is old Bob, the .


What a fine  this is!

The  said, "I —;" the   
said, "I—;" and the  said, "I—."

The little red  said, "I —;" and  
— did.

I can climb a  and roll a .

I can — a  and — a .

Can you tell six things this   
can do?

fīvə  
be-hīnd'

hīd'-ing  
cǎb'-bagə

līkə  
sěv'-ən



*THE RABBITS.*

Here we can see Harry feeding his rabbits.

What kind of rabbits are they, Harry?

They are white rabbits, and they have pink eyes.

This little one that I am feeding is my pet, and I call her Bunny Belle.

What is it that you are feeding to her, Harry?

It is a cabbage leaf. Rabbits like cabbage very much.

How many rabbits have you?

Can you not count them?

One, two, three, four, five, six.

You have six rabbits, Harry.

Ah! I see you can not count well. I have more than six rabbits.

More than six? Oh, yes, there is one hiding behind the rest. I can see just the tips of his ears. You have seven rabbits, Harry.

*By Sound.**By Sight.*

ō'-pən

hĩd'-dən

rubber

pēach

chĩl'-dren

brimful

*APRIL.*

The sun is behind the clouds.  
The sky is black, and the rain  
pours down. The children have  
to stay in the house.

Now the sun comes out. The  
raindrops shine on the trees. Oh,  
see the rainbow!

The grass is green, and the buds  
on the peach tree begin to open.

See how white the cherry tree  
is! Dear old Robin Redbreast is  
in the top of the tree, singing,  
"Cheer-up! cheer-up! cheer-up!"



Cheer up! cheer up! indeed—  
for mamma says we may go to  
the brook to play.

Come, Bessie! Nell! Tom! Char-  
ley! Frank! and Rosy! Come.

Is not the brook deep?

Oh, no! it is only wide. See  
how the children wade in it!

Will they not get wet?

Oh, no! for they have on their  
rubber boots.

Run, boys—run! The soldiers are coming down the street. Here they are! Now the band begins to play.

Hear the drum and the fife!  
See the plumes on their caps!  
There is the flag! Hurrah, boys!  
hurrah!

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LESSON XXVIII.

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Bessie, did you spill this ink?  
My doll is asleep in her little crib.  
Can you swim, Bob? Do you see  
that little black thing on the log?  
Yes; it is only an ant.

O Nell, I have found your hat!

*NANNY'S SONG.*

Little bird, little bird,  
Up in the tree,  
Sing a sweet song  
To Dolly and me.

Little bird, little bird,  
Brimful of glee,  
Sing of the eggs  
In your nest in the tree.

Can you count, little bird?  
Count them, and see  
How many eggs  
In your nest in the tree.





*By Sound.**By Sight.*

hēdʒə      rŭn'-ning  
 erŭmb      drăg'-ging

hopped  
 breakfast

*JUNE.*

It is too hot to lie in bed. Let us get up, and go out before the sun is up.

I am dressed ; are you ?

Yes ; now let us run out.

Oh ! I have found an ant's nest !  
 See these little hills ! See the  
 ants running about !

Here is one dragging a big  
 crumb. How strong it is !

I think this must be a mother  
 ant taking some breakfast to her  
 little ones.



These little birds got up before the sun was up, as well as we.

They hopped about, and sang to the big sun that it was time for him to get up too.

Then they went down under the hedge and hid in the leaves, and waited for a breakfast to come along.

And here it is—a fine, fat beetle!

*BESSIE AND HER DOLL.*

“Mabel, do you think my doll is pretty?”

“Oh, yes, Bessie, it is a very pretty doll. Are you going to make a new dress for it?”

“Yes, I shall make a new red dress for my doll.”

“Let me make a hat for it, Bessie.”

“How kind you are, Mabel. That will be very nice.

“Make a white hat, and put a pink bow on it.”

“I will do so, Bessie. I will do it before I go home.”

Bessie is very fond of her doll.

---

*THE LOAD OF HAY.*

“Dick, I am going to town with a load of hay. Do you wish to go along?”

“Oh, yes, Frank, I shall be glad to go. May I ride upon the hay?”

“Yes, you may. Put on your hat and coat, for I am going now.”

The smell of the hay was fresh and sweet. Dick lay down on the hay and went to sleep.

After a while Frank said, “Wake up, Dick. Here we are, in town.”

Then they went to a store, where Frank gave the load of hay for a new stove.

They put the stove into the wagon, and went back home.

Mamma thought the stove was very fine.

She made some fresh cakes for the boys.

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LESSON XXXIV.

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*DASH AND THE RABBIT.*

John and his sister Mabel went out one day to take a walk.

They went along the road by the old mill.

Their little dog, Dash, was with them.

Dash ran in and out of the long grass by the side of the road.

When they were down by the old mill, they saw a little brown rabbit.

It ran out of the long grass.

Dash saw the rabbit, and away he went, running after it as fast as he could go.

John and Mabel ran too, but they could not catch up with Dash.

Dash ran and ran, but he could not catch the rabbit.

After running away from Dash, the rabbit went into a hole in the side of a hill.

This was the home of the rabbit.

He was very glad to get there, for then Dash could not catch him.

*BOB.*

Bob was the name of a dog that could count.

He was a brown dog, with a white spot on his back.

When you said, "Bob, how many are two and one?" he would say, "Bow, wow, wow."

When you said, "Bob, tell me how many are two and two," he would say, "Bow, wow, wow, wow."

Bob could count in this way up to ten.

Bob was a kind dog, too. One cold day he found a little bird in the snow.

He thought he would take the

bird home, but he could not carry it.

Bob ran back to the house and said “Bow wow” to my mamma.

Bob did this three times, and then mamma went with him and got the little bird.

She gave it some milk, and put it before the stove.

Very soon the little bird jumped up, and sang a pretty song for mamma and Bob.

---

Pretty birdie in the tree,  
Sing a little song for me;  
Sing it sweetly, sing it long,  
Let it be your prettiest song.



mousie  
spied

crow  
paws

fur  
tiny

ago  
fro



*MY LITTLE KITTY.*

I have a little kitty,  
Her fur is white as snow;  
She likes to play about the house,  
Running to and fro.

A tiny little mousie,  
Not very long ago,  
Saw little kitty in the room,  
Running to and fro.

Two eyes has little kitty,  
As black as any crow;  
She spied the little mousie there,  
Running to and fro.

Four paws has little kitty  
As soft as silk, I know;  
She caught the mousie in her  
paws,  
Running to and fro.

---

Tell me all about the little kitty.

*MARY AND FANNY.*

Mary went with her mother to see Fanny in her new home.

Mary and Fanny were playmates before Fanny went away.

Fanny gave Mary some rose buds, and they went to play and romp on the green grass.

Fanny said she would plant a cherry tree, a peach tree, and an apple tree.

Then some day they would pick cherries, and peaches, and apples from the trees.

What fun that will be, and they are so good to eat, too.

As Mary and her mother were

going back home, they saw a chestnut tree.

But the chestnuts were not ripe, and they did not pick any.

Chestnuts do not get ripe until cherries and peaches are gone.

Then they fall from the tree, and the boys and girls pick them up.

Mary liked to think about Fanny and her new home:

She thought how nice it would be to go there sometime, and pick fresh rose buds, and cherries, and peaches, and apples.

And then go to see the pigs, and cows, and chickens, and hear little birds sing in the trees.

*WHAT WE HAVE READ ABOUT.*

We have come now to the end of our First Reader.

We have read about many things and many places.

We shall not forget what we have read about the hen and her eggs, the ant, the beetle, the birds, the fox, the cow, and the rabbit.

The dogs and the children have been our playmates.

Which child did you like best? Which story do you think is the prettiest?

Let us learn the prettiest stories, so that we can tell them to our playmates, and to mother.



